

COMMON SCHOOL ASSISTANT.

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From the well-known character and abilities of the Editor of this Paper, and the vital importance of the cause it advocates, we hope that every citizen will consider it his duty to aid in giving the "Common School Assistant" a circulation in every family and school in the Union.

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COMMON SCHOOL ASSISTANT.

THE TEACHER'S COMPENSATION.

The labors of a common school teacher are arduous, difficult, and responsible; and I know of no individual in the community whose services are more necessary or valuable than those rendered by a faithful, well qualified teacher. Those who admit these propositions, (and we think every reflecting man will) agree with us, that labors at once so trying and so important should always be well rewarded. But are teachers adequately remunerated?—are their wages such as to encourage young men to qualify themselves for teaching?—such as to secure men who will make the profession of teaching honorable, and our schools valuable. We must say they are not.

Capable, faithful teachers, do not receive a sufficient compensation. The common school teacher, who is employed for twelve successive months, does not receive more than eleven dollars per month. There are a few who get more than this sum, yet a greater number who receive less. Now the common laborer, who hires himself to the farmer by the month, gets as much as the teacher; and the wages of the mechanic are double the wages of the teacher.

It is a very common practice with young men who teach during the winter, to labor on the farm during the summer: and they make this change because the summer wages of the farm are more than the wages of

the summer school. *There is no employment among the American people* (what a reproach to our intelligence and affluence!) *which receives less pay than elementary teaching.* Yes, there is no service so menial, no drudgery so degrading, which does not demand as high wages as we are now giving for that which is the life of our liberty, and the guard of our free institutions.

Our leading, intelligent citizens perceive this fact, and they have published it, and done much to make the lamentable truth known and felt by every parent and guardian in this republic. Yet but few, very few, consider it; for even now, many honest men think that teachers have an easier life, are better paid, and better treated than any other laboring class in the community. The great majority of the people do not see that they give no extra advantages whatever to those who are giving the nation its education and its character.

A young man cannot afford to expend one cent in making preparation to teach a common school, for his wages as a teacher will be no more than those of a common laborer. All that he pays for knowledge requisite to teach a school, is lost, in a pecuniary point; for if he did not know how to read, his mere muscular effort would demand as high wages as he will be able to get, after spending two or three years, and as many hundred dollars, in qualifying himself to teach.

The little compensation which parents are disposed to give their instructors, offers no inducement to young men to make any preparation for teaching. The consequence is, that a great number of our school-houses are furnished with incompetent teachers:—Parents complain loudly of this deficiency; but they seldom perceive the cause of the ignorance and inexperience of teachers.

They never reflect upon the necessary expenses which an individual must incur by preparing himself to teach, and upon their own unwillingness to pay an adequate compensation to those who are qualified. Parents cannot reasonably expect excellence and ability, if they are unwilling to reward such qualities. If they are disposed to pay teachers no more than they now pay them,

they must expect their teachers to have the deficiencies which they now complain of.

ECONOMY TO EDUCATE CHILDREN WHEN YOUNG.

Time is money. But the time of children cannot be available to any great extent, only as it is employed in acquiring knowledge. Knowledge is power. Between the ages of four and fourteen, with that course of instruction which might be given in the common school, were the teachers of these schools what they ought to be, every child in the state might become so educated as to fit them for any of the common vocations of life; he might be prepared to become extensively useful to his parent or guardian during all the remainder of his minority. And what is of still greater importance, he might acquire that habit of reflection and consideration, and imbibe those sentiments, that would be a shield from the various temptations which lead so many of our youth into the vortex of vice, which proves their ruin, and deprives community of the important services which it has a right to claim from every one as he rises into manhood. We say then to parents, educate your children when young. By this means you have the service of intelligent minds, capable of extensive usefulness to yourselves during their minority of at least seven years. But this is not all. They will aid you in laying and accomplishing plans of usefulness in your domestic arrangements, and what is more, they will be your solace and comfort in the decline of life. You will behold them filling places of honor and trust in society; you will leave your inheritance to them without fear of its being squandered; the world will be better for your having lived in it. Be prepared, then, to aid the efforts about to be made to train up and educate teachers for our common schools—such as shall be qualified for their high vocation; and be prepared to sustain them in their important services. This is true economy, and in no other way can you so well discharge your duty to society or to your country.

AMICUS JUVINIS.

A SCHOOLMASTER.

Stouber, the predecessor of Oberlin, the pastor of Waldbach, on his arrival in the

parish, desired to be shown the principal school-house; he was conducted into a miserable cottage, where a number of children were crowded together without any occupation. He enquired for the master. "There he is," said one, as soon as silence could be obtained, pointing to a withered old man, who lay on a little bed in one corner. "Are you the schoolmaster, my good friend?" asked Stouber? "Yes, sir." "And what do you teach the children?" "Nothing, sir." "Nothing!—how is that?" "Because," replied the old man, "I know nothing myself." "Why, then, were you appointed the schoolmaster?" "Why, sir, I had been taking care of the Waldbach pigs for a great number of years, and when I got too old and infirm for that employment, they sent me here to take care of the children." Now there has been but little more wisdom shown, even in this favored land, comparatively speaking, than in the Ban de la Roche. Cheap teachers have been in demand, small compensation has been given, and, consequently, in but few places have men been found thoroughly fitted for the work, who were willing to devote their lives to the business of instruction. Many teachers engage in it only as a stepping-stone to a profession; others take up school-keeping after being removed from other vocations. But, for various reasons, we ought to have a class educated for this purpose—men who have both a taste and a tact for it—men who are qualified by nature and acquirements to deal with young minds. "There is no office higher than that of a teacher of youth," says a writer we have already quoted, and whose language is hardly exaggerated; "there is no office higher than that of a teacher of youth, for there is nothing on earth so precious as the mind, soul, character of the child. No office should be regarded with greater respect. The first minds in the community should be encouraged to assume it. Parents should do all but impoverish themselves, to induce such to become the guardians and guides of their children. To this good, all their show and luxury should be sacrificed. No language can express the cruelty or folly of that economy, which, to leave a fortune to a child, starves his intellect. There should be no economy in education. Money should never be weighed against the soul of a child." In accordance with the spirit of these remarks, the community ought to begin at once to act.

A WORD TO FARMERS.

A few days since, while looking over se-

veral essays, which had been from time to time delivered before the American Institute of Instruction, at Boston, we were very pleasantly surprised, by seeing the following enlightened suggestion, in a paper written by Samuel Nott, Jun. and delivered August, 1835.

"An agricultural class-book—far better than a political class-book—is, I believe, yet a desideratum in our schools. No book could be more interesting, or would be more sure to be the manual of after life, even though its possessor should become the prisoner at last of the crowded city."

One year ago, at the time we were collecting from scientific and practical farmers the most important information on agriculture, for the "FARMER'S SCHOOL BOOK," we were not aware that such a book had even been thought of by any one except ourselves. The popularity and rapid sale of this "School Book" on farming, conclusively proves Mr. Nott's happy, prophetic remark, that "No book could be more interesting," and that it is "far better than a political class-book." Mr. Nott, in another place, makes the following remarks on a farmer's education:

"Education should be such as to guide and aid labor to the best account; such as at once to make agriculture more easy and more productive. I am sure that the general impression of society on this subject, as well as almost universal practice, is very defective. Agriculture needs and admits an appropriate education, which may be gained without teachers and schools; but is more likely to be begun and afterwards well pursued in proportion as it should be aided by teachers and schools. Let the rudiments of agriculture be taught; let the proper books for gaining further knowledge be pointed out. Let the connexions of mechanical and chemical philosophy with the labors of the field be understood. Let the prejudice against "book learning" be discarded, and our rural population would rise rapidly to better method, and to a more comfortable state of life; while a proper study of their own profession would greatly improve their faculties, and make them more and more capable of all other knowledge."

A RIGHT EDUCATION.

Education has reference to the *whole man*, the body, the mind and the heart; its object, and, when rightly conducted, its effect, is to make him a complete creature after his kind. To his frame, it would give vigor, activity and beauty; to his senses, correctness and acuteness; to his intellect, power and truthfulness; to his heart, virtue. The educated man is not the gladiator, nor the scholar, nor the upright man, alone; but a just and well balanced combination of all three. Just as the educated tree, is neither the large root, nor the giant branches, nor the rich foliage, but all of them together. If you would mark the perfect man, you must

not look for him in the circus, the university, or the church, exclusively; but you must look for one who has "*mens sana in corpore sano*"—a healthful soul in a healthful body. The being in whom you find this union, is the only one worthy to be called educated. To make all men such, is the object of education.

This doctrine being correct, it leads on to other interesting thoughts. We have said that the unfolding of all the powers and capacities is education. From this it follows, that all departments of our nature are to be attended to, and that none of them can with safety be overlooked. Obedience to the laws of one, will not avert the consequences which follow the infringement of the laws of others. An Herculean body will not supply strength to the intellect; a Baconian mind will not afford purity of heart; a Howard-like philanthropy will not fill the office of a cultivated understanding. So, on the other hand, no amount of talent will bestow the peaceable fruits of righteousness, and no degree of devotion to the care of the affections will heal a wound, or keep off a consumption. Our Maker has lent us no useless attribute or power; they are all necessary to one complete being; and to despise and abuse any of them, is, sooner or later, to meet with trouble.—*T. B. Fox.*

WHAT IS EDUCATION!

Our main object should be the development and the discipline of the mind. As has already been hinted, we are not to fill up a vacant space, but to call forth the slumbering powers; not to furnish an empty apartment, but to exercise the mental faculties. Children are to be taught to observe, think, reason; they are to be prepared to acquire knowledge as they need it, and not to be loaded like beasts of burthen. It is a great error to suppose that the all-important matter is to pile up in that store-house, the memory, the contents of books, bundles of facts, and other persons' ideas. Yet many have no higher conception of the duties of a teacher. Proofs of this are found in the conduct of many parents. "I wish my child to learn to read, write, and spell; I wish him to study arithmetic and geography"—is the beginning, middle and end, of their directions to the schoolmaster. They set down acquisition as the end of education. It is how far the pupil has gone, how many books he has read, how numerous the branches he has studied;—these are the usual questions—not what intellectual habits he has formed, what mental power has he obtained. The idea seems to be, that knowledge is a sort of coin by which subsistence is to be purchased, and the more one has of it the richer will he be; not that progress in life depends upon the accuracy and vigor with which the understanding operates. The incorrectness of this notion is apparent. We know little or nothing of the child's future lot; we cannot, therefore, except with regard to a few things, tell precisely what sort of information he may need; but we do know that in any and every condition, his success will depend upon the possession of a well-developed and well-balanced mind.

The great object, then, should be to fit him for all the exigencies and scenes of life, by unfolding and teaching the use of his faculties.—*Id.*

CHEERING TO THE EDUCATOR.

When he looks at the old world, he sees that the schoolmaster is in fact abroad. In Prussia, despotism itself has become his patron, and the child of an emancipated serf is drinking in at the, till late, forbidden fountain, the invigorating waters of knowledge and truth. All over the continent there are minds at work in the great cause of education. England, with all her reverence for antiquated forms, and with all her tenacity upon established systems, has felt the impulse of modern improvement through all her social elements; and when the schoolmaster shall have done his work there, tho' names may not change, there will be a new face upon society. Though the king may still wear his crown—though the lord may still traverse his wide domain—the people, the oppressed, the uneducated, the taxed and pauper-stricken people, will have taken the rank to which knowledge and intelligence elevate the man.

The time is coming when knowledge will change the political aspect of the world; when the human mind will not be enslaved; when it will break away from the darkness in which it has been chained, and be free in the light of political and religious truth. It may not come till we shall have gone to our account; but whoever shall have been engaged in the business of educating the generation that is to fill our places, may rejoice in the conscious assurance that, humble as their sphere may have been, the world will have been made better and happier and freer by their labors for its good.—*E. Washburn.*

TEACHER, TEACHING MORALITY.

Can he give a better lesson against prejudice, than by showing that he always aims to form impartial judgments?—against pride, than by his own humility?—against passion, than by his own self-command?

In his direct moral instruction—in reproofing a fault—in enforcing a virtue—the instructor should be distinct and simple, and—he should be brief. A word to the point is worth an hour's prosing. If he punish, let him not reason with the child at the same time, but reserve his argument and his advice to a time when they may be calmly spoken and patiently heard. If there be a rule of his school, with a penalty attached to its violation, let him never allow a first transgression to pass unpunished. If he do, the sin of the second lies at his door. Let him be prompt, resolute, cheerful in his discipline. Peevish complainings about an infringement of the school laws, will give rise to ridicule among the scholars, when a decided punishment would awaken respect and secure obedience. The stream of discipline should flow gently, but constantly; if indolence or indecision throw barriers in its way, it becomes irregular and capricious; sleeps for a while in a deceitful calm, and when it must flow on, is as likely to burst upon the head of the innocent as of the guilty.—*Henry S. McKean.*

THAT WHICH TEACHES MOST.

When we turn to ordinary life, we find a partial acknowledgment of the truth in the proverb—"Example is better than precept." Better! There is no sort of comparison. That is a wise saying, derived from higher authority, "The letter killeth, the spirit giveth life." The mere precept is dead and death-producing; but every act done not for effect, not for example's sake, but from an inward impulse, is in a sense spiritual, living and life-giving. Not the long and formal lesson, but the brief and accidental exclamation, the deed or word, be it good or bad, which is the expression of something within, a symbol of spirit;—this it is that teaches—that forms the manners and moulds the character, and extends its influences to the minutest details—to the very modes of speech. A child may be initiated in all the rules of grammar, the mysteries of parsing—but it is the forms of expression with which he is familiar at home—the language which is used there, to embody thought and feeling in their ordinary varieties—this it is that has signification and propriety in his ears, and this he will continue to employ, in the face of all instruction, until new and better and genuine examples are set before him.—*W. H. Furnall.*

SOCIAL EDUCATION.

The reasonableness and necessity of cultivating the social affections, may be argued from the fact, that they make the most important part of the faculties of the soul.—Strike out the social feelings, and a mere intellectual skeleton is all which you leave. Memory becomes a useless register of uninteresting particulars; Reason draws inferences from uncared-for facts; and the Understanding, like an antiquarian judge, is busied in the decision of cases in which no one feels interested:—for our social nature is the silver cord which binds together all our faculties into one harmonious whole.—*J. Blanchard.*

GOOD HINTS.

The following paragraphs contain subjects for short oral lectures to pupils, on closing the school at night, each one of which should be illustrated by suitable anecdotes, drawn from living characters or from history.

1. Never be jealous, either in love or friendship. A little time will make it plain if your love is not reciprocated, or your confidence is abused. But if you manifest the least jealousy, you will disgust your friend, and create hatred if it did not exist before.

2. A sad fate is like a tax-gatherer, who takes something from the comfort of every one he meets. If you are in trouble, do not trouble others with your sorrows, only when you need their sympathy or assistance; then do it cheerfully.

3. Do not hate those who are disagreeable. You do not hate a person who has a hump on his back, yet a crooked body is nothing so great a misfortune as a crooked soul.

4. Do not be fretful when those whom you love treat you ill. It is ten chances to one that you have given them some provo-

cation; and, if so, your anger is unreasonable; if not, it is useless. Besides, if unprovoked they have mal-treated you, their disposition is a standing curse, while your high injury will soon be forgotten.

5. If you find it hard to get rid of a fault, write it down, and read it every Saturday night.

6. When in company with those who are rude and coarse in their manners, be doubly on your guard. They will endeavor to bring you to conduct like them, and then despise you for it. A clown always respects a gentleman, even when he finds fault with him.

7. The way to be agreeable is—1. To love every body as the Bible requires—2. Be perfectly sincere—3. Do or say nothing unless you know it is strictly proper.

8. Fix it in your mind that one condition in life is but a trifle if any happier than another; that it is quite probable those in the best situations are the most wretched.

9. Remember no one is above you except those who are more virtuous and learned; and that innocence may make you at ease in all companies.—*J. Blanchard.*

ORLEANS COUNTY.

At a meeting of the inhabitants of the town of Clarendon, held March 10th, 7837, 1837, for the purpose of taking into consideration the present condition of our common schools. The house being called to order, Elizur Pratt was chosen Chairman, and William Cornwall, Secretary. The object of the meeting being stated, the house was addressed by H. W. Merrill, after which, a committee of four was appointed, to draft resolutions expressive of the occasion, when the following were unanimously adopted, viz.

Resolved, That the thanks of this meeting be tendered to the speaker, for his very appropriate address on the present occasion.

Resolved, That the claims which education has upon community, have not been sufficiently regarded by the people.

Resolved, That our common schools require our individual and united effort for their elevation.

Resolved, That we cordially approve of the effort now making, for the improvement of common school education.

Resolved, That this meeting recommend the Common School Assistant to all, as a means of promoting the much desired object; the elevation of common schools.

Resolved, That a committee be appointed to inquire into the condition of common schools in this town, and report the same—and, that said committee have power to call a meeting from time to time, as they may think most expedient.

Resolved, That this meeting recommend a county convention, to consist of three delegates from each town, to be convened as soon as practicable, to take into consideration, and concert measures for the advancement of common schools.

Resolved, That the secretary be instructed to forward the proceedings of this meeting to the editor of the Common School Assistant, for insertion.

ELIZUR PRATT, President.
WILLIAM CORNWALL, Secretary.

HOFWYL—FELLENBERG.

We have enriched this number of our paper with Mr. JOHN GRISCOM's excellent account of the Hofwyl School near Berne, in Switzerland. This celebrated school for the instruction of youth was founded nearly forty years since by Emmanuel De Fellenberg, a rich nobleman. In commencing the establishment, this philanthropist expended \$80,000 from his own private fortune. Since that time, this school has been visited on an average, daily, by 20 or 30 literary travelers from all countries. The branches taught and the method of teaching have elicited the unqualified admiration of every visitor. Mr. Griscom's description of the school is the best that we have seen, and it will be read by our patrons with intense interest. We ask the teachers of our schools to mark well the young instructor, Vehrly. He is an admirable model. Reflect, also, on the importance given to the study of agriculture in this admirable system of instruction. Here are lessons that we all may study—lessons of experience, of enlightened reflection, practical, benevolent and exalted.

Says Mr. Griscom:

"We passed through a pretty large wood, and arrived at Hofwyl, about 4 o'clock. I was introduced to Fellenberg, by three letters; two from Paris, and one from Geneva. The visitors that resort here are so numerous, and the attention of the principal so much taken up with them, I had been advised to anticipate some difficulty in getting access to him. On presenting myself at the door, I was received by a young man, who appeared to be his clerk, and who, introducing me into the office, requested me to write my name and residence in a book which he gave me. He then announced me to Fellenberg, who politely invited me into the parlor. I produced my letters, which appeared to give him much satisfaction."

FELLENBERG.

He is a man of middle age, of a mild and agreeable countenance, and of polite and genteel manners. He seated me on a sofa, and entered upon an explanation of the principles of his establishment, and the particular views of education, which had induced him to engage in it.

HIS VIEWS OF MEN.

He considers society as divisible into three distinct parts; the higher, (comprehending the noble and the wealthy,) the middling, and the poor. The greatest defects of education, he supposes to exist in the two extreme classes, and that, these distinctions or classes among men, would always prevail in every civilized country, he believed to be incontrovertible; and, of course, any attempt to break down the distinction, would be fruitless. It is, therefore, of consequence that they should be each educated in a manner conformable to their situations, but in such a way, as to develop, to the highest extent, the best faculties of their nature; and, while

it preserves the proper relation between them, it should, at the same time, encourage the feelings of kindness and sympathy on the one part, and of respect and love on the other. This, he thought, could be effected upon no plan, so effectually, as by bringing them up side by side, so that they should have each other constantly in view, without any necessity whatever of mixing or associating. The rich, by observing the industry, the skill, and the importance of the laboring classes, would learn to entertain just sentiments respecting them, and the poor, by feeling and experiencing the kindly influence of the rich, would regard them as benefactors.

WHAT OPENS THE MIND BEST.

With respect to the best means of cultivating the faculties, which, in their due operation, are to promote the permanent happiness of men, he considers agriculture, as affording opportunities and advantages of the greatest importance, and next to this, the mechanic arts.

DIVISION OF THE SCHOOL.

Agreeably to these leading views, his establishment consists of two distinct parts; a boarding school of the sons of noblemen and gentlemen, in which no pains are spared to provide them with teachers in every useful science; and of a school of boys, taken from the poorest class, who are clothed and fed in a very plain, coarse, and farmer like style, and who work diligently in the fields, at employments adapted to their strength and skill.

DIFFERENT EMPLOYMENTS.

During two hours in the day in summer, and more in winter, these boys are instructed in letters, and in music. They are likewise introduced into the workshops, and taught the business of a blacksmith, a carpenter, a wheelwright, a cabinet maker, a turner, a shoemaker, or a worker in brass, according as a particular talent for any of these may manifest itself. The produce of the labor of these boys, bears no inconsiderable proportion of the expense of their maintenance and instruction.

A FRENCH COUNT.

After this brief explanation of his principles, Fellenberg introduced my companions and myself, to Count Louis de Villevielle, a gentleman from the south of France, who, reduced by the revolution, has attached himself to Fellenberg, and appears to live with him, as a sort of companion. He attends to strangers, and goes with them through the grounds, shops, &c. of the establishment.—He proved to be a very sensible, well informed man, and altogether disposed to satisfy our inquiries.

THE WORKSHOPS.

He conducted us to the workshops. In one of them, a fire engine, of a large size, had just been completed in a style of execution which would do credit to London or New-York. In these shops, all the instruments of agriculture are made, and it is the constant aim of the principal, to improve upon the form and structure of them, and to invent others which experience may indicate the use of. As they make more than the farm requires, the surplus is sold to the neighbors.

THE FARM HOUSE—FOOD, &c.

In the evening the Count conducted us to the farm house, where the class of the poor boys are lodged, fed and instructed. We found them at supper, on a kind of hasty-pudding, with whey and boiled potatoes.—They breakfast on a piece of bread and an apple or something as simple, and dine between eleven and twelve, on vegetable food alone. Once a week only, (on first day,) they have meat and wine. They are thus taught a lesson of simplicity, with respect to their manner of living. The furniture of the house corresponds with the dress and clothing of the boys. After supper they went up stairs to the school room, to take a lesson in music.

VEHRLY—A GOOD TEACHER.

Their teacher (Vehrly) is a young man of very extraordinary qualifications. He received his early education from his father, who filled, in a distinguished manner, the office of schoolmaster for thirty years. He began at an early age to assist his parent in the discharge of his office. On coming to reside with Fellenberg, his views were farther expanded, and he entered with enthusiasm into the concerns of the establishment, and willingly undertook the formation and direction of the class of the poor, in all their exercises, agricultural, literary, scientific, and moral. He lives with them, eats, sleeps, and works with them, dresses as they do, and makes himself their friend and companion, as well as their instructor. He is eminently fitted for such an occupation by his genius, his address, his temper and disposition, and above all, by his religious principles. The school room serves also for a shoemaker's shop, and probably accommodates, occasionally, the tailor and harness-maker. The boys always take a lesson of one hour, between supper and bed. This lesson is frequently confined to music. They are taught it by principles, but they use no instrument but their vocal organs.

INFLUENCE OF MUSIC.

Fellenberg lays great stress on music, as a means of bringing the mind and heart into harmony with truth, and of inspiring the mild and benevolent affections. He thinks it has been very beneficial in reclaiming many of these boys, from the vicious habits they had acquired from the low and exposed lives they had been subject to. By teaching them to sing religious songs, together with those that are simply patriotic, he says their attention is diverted from those vile ballads which are common among low bred people; and that they find, in this new entertainment, a happy substitute for the coarse and vulgar expressions to which they were addicted.

CLEANLINESS—CLOTHING—HEALTH.

The boys of this class appeared to be very healthy and contented. They are taught to pay the utmost attention to cleanliness.—Their clothing in summer, is of coarse cotton, and in winter, of woollen cloth. They go barefooted, except when they work in the fields, or when the state of the weather requires them to wear shoes and stockings; but their heads always remain uncovered. Many of them, as might naturally be supposed, enter the school with the seeds of scrofula.

lous disorders; but, by the effect of a simple and wholesome diet, cleanliness, and labor, they are restored to health with scarcely any medicine. Some of them on their entrance, are feeble and debilitated, unable to endure cold, heat or labor; but when once they had become accustomed to the regimen of the school, they willingly encounter rain, storms and severe cold, whenever their work calls them abroad, without shrinking from, or regarding the exposure. They are taught to mend their own clothes.

DIVISION OF THE DAY.

In the summer they rise at five, and in winter at six; and after having dressed themselves and said their prayers, they receive instruction for an hour. They then breakfast, after which they go to work until half past eleven. They have then half an hour for dinner; after which Vehrly gives them a lesson of one hour. They work out till six, and after eating their supper, receive farther instruction, which concludes with prayer, and they are generally in bed between eight and nine o'clock. But this distribution of time varies according to the seasons. In winter five or six hours a day are devoted to sedentary instruction. The morning of the first day of the week, is always devoted to exercises of piety, and after dinner some hours are given to instruction in sacred history.

EVERY THING MADE TO TEACH.

But their lessons are by no means continued in the school room. Vehrly takes pleasure in questioning them on subjects of natural history, geography, religion, morals, or any other useful topic, while they are at work in the fields or shops; and it may readily be conceived, that, with this devotion to the improvement of his pupils, occasions will perpetually present themselves, of conveying instruction in every kind of knowledge, calculated to expand the minds of children, and to cultivate their best affections.

PESTALOZZI.

With regard to the most effective means of eliciting the powers of the mind, and of conducting the literary exercises of young people, great credit is due to Pestalozzi, whose veteran labors, as one of the most enlightened teachers of the age, were well known and acknowledged long before the commencement of the Hofwyl institution.—His plans of communicating knowledge, are in a great measure practised by Vehrly. Much pains are taken to impress on the minds of the pupils, a deep sense of the importance of time, and of habits of industry; and from the reports that have been published by commissioners appointed to examine the establishment, it is evident that the most favorable results have attended these endeavors.

INFLUENCE OF THE INSTITUTION.

The children are so effectually redeemed from their former vicious habits, that, in their most free and noisy sports, not an expression is heard offensive to innocence or good manners. After working ten hours in the day, they give themselves up, when their teacher permits, to the liveliest recreation; but a word from Vehrly, is sufficient to induce them to leave their sport and to engage

in some other exercise. The progress which they make in knowledge, is truly surprising, when it is considered how adverse their former habits have been to all intellectual abstraction.

BRANCHES TAUGHT.

In a few years, or even in less time, they learn to read, write, and calculate, with and without the use of pencil or pen; the elements of drawing become familiar to them; and they acquire good notions of geometry, especially in its relation to field surveying, and its application to descriptive drawing. Botany and mineralogy constitute part of their amusements. They become well acquainted with all the plants of Hofwyl, and their different qualities, both the salutary and noxious. Of the minerals also, they acquire the names and principal uses, and they make collections of all that is valuable and curious in minerals and vegetables.—Some of them are very attentive to the arrangement of their little cabinets. The principal, when walking with them in the fields, is often called upon to decide disputes relative to the nature of stones or vegetables.

THE RELIGIOUS TEACHING.

But the most admirable trait in the character of this school, is the tone of religious feeling which, it is said, pervades it. This could not be accomplished, were not Fellenberg and Vehrly, both strongly imbued with a sense of religious obligation, and unremittently attentive to awaken those sentiments in the minds of the pupils. They have learned by heart more than fifty hymns, and many portions of sacred history. They are regularly attentive to one practice, which is a pleasing source of instruction, and at the same time serves to demonstrate the progress they have made in useful acquirements.

THE CHILDREN'S JOURNALS.

At the close of every week, they write, in a book provided for the purpose, an account of whatever has impressed their minds with the greatest force. It may be either a moral reflection, a description of a plant, or an instrument, an account of a conversation, or an extract from some thing they have read. We saw some of these journals; they were mostly in the German language, and the greater number were written with remarkable neatness. Some of them contained drawings that evinced no inconsiderable skill, and an eye accustomed to accuracy of observation.

TRIUMPHANT SUCCESS.

It will readily be conceived that a plan of instruction so admirable, and constantly directed to the best and purest affections of the mind and heart, can scarcely fail to redeem from indolence and vice, those whose habits have been the most degraded. And it has accordingly happened, that notwithstanding the boys under Vehrly's charge have been taken from the very lowest ranks, and some of them the children of beggars, but one instance has occurred, of such inveterate vice, as to render it eventually necessary to abandon the culprit to his corrupt propensities, and expel him from the school.

In the religious exercises, which take place on the first day of the week, the boys of the poor school assemble with the superior class, but on no other occasion.

After seeing the evening exercise of these boys, we retired to an inn, at the village of Buchsee, about a quarter of a mile from Hofwyl. This was only a village inn, but we found in it good beds, and good attention.

AGRICULTURAL INSTRUMENTS.

After breakfast, we repaired again to Hofwyl, and were conducted by the Count, first to the place where the agricultural instruments are deposited. The drill, or machine for sowing seeds of various kinds, by which one half the seed is said to be saved, has been improved by Fellenberg. The *extirminator*, for destroying weeds, and the *scarificator*, for paring the soil, were among the things in this collection: but I was surprised when Fellenberg, in reply to my questions, informed me, that no attempts had been made to improve the common plough. That which appears to be in universal practice in Switzerland, is probably the same used by the great grandfathers of the present race, and is much more awkward and clumsy than the English plough. The mould-board is only a flat plank placed at an angle with the beam. This plank is often changed to the other side of the plough at each end of the field, so as to throw the furrow always in one direction, but for what reason it is difficult to imagine, except, on the side of a steep hill, there may be some advantage in casting the furrows downward. But, as these ploughs are constructed, I am persuaded, it requires nearly or quite double the team, to perform a given quantity of labor as in America. I noticed in the yard, a new sleigh, designed to hold about eighty persons, and to be drawn by fourteen horses. This is intended for the amusement of the higher class of boys. The snow is often very deep in this part of Switzerland, and continues some months.

COWS—MANURES.

The stables exhibited a collection of the largest cows I ever saw. They are kept to the stalls all the year, and are fed with grass in the summer. The greatest care is taken to economise the manure. The yard, which receives the litter, is made concave, and has a well in its centre, whence water is thrown over it in dry weather. A large reservoir, lined with stone, receives the wash of the stables, which is from time to time, thrown over the contents of the yard. The cows were mostly fat enough for good beef. They seldom give more than twenty-four bottles in a day, and, upon an average, not more than sixteen bottles, or about twelve quarts.

FARM—GARDEN—PLAY-GROUND.

We were next conducted over part of the farm. It consists, in the whole, of 240 acres, and certainly affords a neat specimen of agricultural skill. We were shown the garden and play-ground of the upper school, and the fixtures for their gymnastic exercises, &c. Among the latter, throwing the lance is practised. They aim, from a given distance, at a post, the top of which is loosely attached by hinges, on the remote side, and the lancers endeavour to strike with sufficient force to overturn it. Each of them has a portion of garden ground assigned to him, which he cultivates as his own; while a more extensive enclosure belongs to them in common, in the labor of which they are

governed by rules adopted by themselves. They have their choice also of the mechanic arts, facilitated by the numerous workshops on the premises.

BUILDINGS OF THE INSTITUTION.

Although the building, in which Fellenberg accommodates his superior class, is large, he is erecting two others. One of these is for the dwelling-house and school-rooms of the students. It is about 100 feet long, and sixty wide, and will contain wine cellars, a chapel, ample dormitories, refectory, &c. for more pupils than his present number. The other building is for a riding school below, and dancing and exercise rooms above. This building, which is also large, is constructed like many (if not most) of the country houses of Switzerland, by erecting an open and strong frame of wood, and filling the interstices with a mixture of clay and straw. This is moulded by the hand into oblong portions, which are laid upon sticks, and are forced down in grooves made into the post of the frame. The mortar is wrapped round the stick, so as to cover it; another is then forced down, &c. This wall is afterward plastered and white-washed.

TWO CLASSES OF PUPILS.

The Hofwyl establishment, as I have before remarked, consists of two classes, the rich and the poor.

The class of the rich contains at present about eighty. Twenty of these, consisting of children under ten years of age, are placed under the care of a respectable gentleman and his wife, in a house belonging to Fellenberg, situated about a mile from his own residence. A teacher or two have the charge of their instruction, both in and out of the house. From this house and ground we had a magnificent view of the eastern Alps.—The elevation of some of the summits in this range, is but little less than that of Mount Blanc; and the extent of the chain covered with snow, was much greater than any I had seen. The air was very clear, exhibiting the rich white of this stupendous ridge of mountains, in the finest style imaginable.

The other sixty, constituting the most prominent part of the Hofwyl institution, are provided with more than twenty teachers, or professors. Among the pupils, are several princes, and the sons of ministers of state, &c. The price of board and tuition varies from £100 to £300 sterling, per annum.—We were not admitted to the interior of the building occupied by these students. We saw none of the performances of their schools, or their exercises, except a little riding on horseback, on saddles without stirrups; the horses trotting in a circle, guided by a rope held by a boy in the centre; the professor standing, likewise, in the middle, and directing the rider how to sit. In this exclusion from the interior of his school, we were treated, by Fellenberg, like most, if not all, of his visitors. None are invited to the exercises, and none, of course, would go in without invitation. Either the trouble and distraction which the general admission of his numerous visitors would occasion, oblige him to adopt this course; or, there is not in the classification and operations of his school, enough of refinement, talent, and perfection, to support the name, and to cor-

respond with the character of eminence he has succeeded in obtaining. My own impression is, that both these causes operate in producing his decision. The daily, and almost hourly, attendance and interference of company, would certainly be extremely troublesome. He does not profess either to have adopted any plan by which his pupils are rapidly brought forward.

FELLENBERG'S SYSTEM.

His system, as he explained it to me, is even opposed to a hasty progress. He wishes to allow his plants to arrive at full and vigorous growth, by a slow, cautious and well-directed training, and by carefully removing from the soil every obstruction; rather than urge them by a hot-bed culture. He justly thinks, that all he can do, is to lay a solid foundation; that education is, or ought to be, the business of a whole life. Moral and religious principles, he regards as the basis of all that is excellent in man; and accordingly, great pains are taken to inculcate the doctrines of Christianity, agreeably to the profession of the parents and guardians of the pupils. The Catholic scholars have a clergyman or professor of their own sect, and the emperor Alexander has provided for the instruction of the Russian pupils, in the principles of the Greek church. Fellenberg's character, as a man of principle and piety, is, I believe, decidedly in his favor.—He has the manners of a gentleman, and the whole exterior of his establishment bears the marks of considerable taste and judgment.

A FOURTH SCHOOL.

Besides the three schools already mentioned, he has another about half a mile from Hofwyl, where young men attend, during the winter, to courses of instruction in those subjects which relate to agriculture, and he lectures himself, I believe, on the practical operations of farming. It is here too that the professor of chemistry has his laboratory and lecture room. We were introduced to him, (Dr. Strobe,) and judged him to be a good chemist. He is also the physician of the establishment, and his laboratory indicates an attachment to his profession, and judgment in its practical details. The philosophical apparatus, is, however, unworthy of the institution, and ought not, I should hope, to be taken as a sample of the whole interior.

THE WRITER'S OPINION OF FELLENBERG.

In taking leave of Fellenberg, he expressed much regret at the shortness of our stay, and the consequent want of more opportunities of conversation. I cannot but regard him as a man of more than mediocrity of talent; a man of penetration and judgment; but rather prone, perhaps, like other German philosophers, to theorise on human nature, and to fancy that new and important discoveries are yet to be made in the principles of human action.

FELLENBERG, HOW ESTIMATED.

From the information we received from others; as well as the statements of Fellenberg himself, it is evident that his plans have ever been regarded with jealousy by a great number of his most influential neighbors and fellow countrymen. He was at first condemned as a visionary; but when

he had fairly demonstrated the practicability and utility of his schemes for the improvement of education, they accused him of sinister views; and alleged against him, that his motives were mercenary, having an eye chiefly to the profits of the establishment. This narrow minded spirit has not been content with mere expressions of disapprobation and condemnation. The government of the canton has gone so far as to lay positive obstructions in his way, and to threaten him with the weight of their aristocratical authority. He had a few years ago devised a plan for diffusing some of the benefits of his experience in the government of youth, throughout the canton.

HIS EFFORTS TO ELEVATE TEACHERS.

He invited the teachers of schools to repair to Hofwyl during the period of their vacation, and there to avail themselves of such information, as the institution would afford, and their time would admit of. This offer was gladly accepted; but the next season the teachers of the canton were most arbitrarily interdicted by the government from resorting to Hofwyl. Fellenberg, thus very ungenerously thwarted in his wishes to do good, opened his establishment for the benefit of other cantons, and has thus had it in his power to extend still more widely the advantages of his system. His great desire is to introduce a taste for agricultural pursuits, connected with an amelioration of the indigent classes.

FELLENBERG'S PLAN APPROVED.

He is himself of a patrician family; and his haughty compeers do not relish what they foolishly consider as a diminution of the dignity of their order, by his resorting to the task of an instructor. But though the Bernese government is thus actuated by ignoble sentiments towards the Hofwyl establishment, the most distinguished and enlightened characters in other parts of Switzerland, are decidedly in its favor. At Geneva it is considered as an honor to Switzerland; and if we may judge from the patronage that its founder has received from other countries; from England, Scotland, Germany, Russia, &c. it may be inferred that the Fellenberg system of instruction, is highly approved by the most competent judges of real merit in Europe.

THE WRITER'S OPINION.

Without attempting to justify all the views which have influenced the founder of the Hofwyl institution, either as it regards its general arrangement of distinct and independent classes, or its minute practical details, I have no hesitation in saying, that, from all that I have read, and all that I have seen of this establishment, it does appear to me to be conducted upon principles which are calculated to afford the very best kind of education which it is possible to confer upon a young man, whatever may be the situation he is to fill in active life. As it regards the poor, it is difficult to conceive how they could be brought up in a way which would better prepare them for filling the station of industrious, skilful and intelligent laborers. With respect to the rich, while they are cheerfully pursuing an excellent course of literary and scientific instruction, they are effectually preserved, by the prin-

ciples of this institution, from those idle and vicious habits which so commonly result from the vacant time of colleges and universities. By turning their attention to agriculture and the mechanic arts; by inspiring them with a love of labour, or at least of a useful application of their strength and muscular activities; by exercising their ingenuity in the use of tools and instruments; by familiarizing them to an attentive observance of nature in her different kingdoms, and in the revolution of seasons,—a foundation is laid for those more expanded feelings and generous sympathies, which bind the upper to the lower classes of the community, and eventually tend to exalt the condition of humanity.

But the greatest recommendation of the Pestalozzian and Fellenberg plan of education, is the moral charm which is diffused throughout all its operations. It cannot but happen, (all other things being equal,) that pupils thus educated, will become not only more intelligent men and better philosophers, but also more moral and dignified members of society. I cannot but cherish the hope, that this scheme of education, of combining agricultural and mechanical, with literary and scientific instruction, will be speedily and extensively adopted in the United States.

SUFFOLK COUNTY.

At a meeting of the citizens of the village of Sag Harbor, held agreeably to public notice, at the lecture room, on Tuesday evening, 7th March, 1837, to take into consideration the present condition of the common schools in this county, and to propose such measures as might be thought proper for their improvement.

Rev. J. A. Copp was called to the chair, and O. O. Wickham appointed Secretary.

After some remarks on the subject for which the meeting was convened, the following resolutions were unanimously adopted.

1. *Resolved*, That in the opinion of this meeting, the improvement of the system and condition of common schools on this Island, is one of the most important objects to which the attention of our citizens can be directed, and deserves the immediate aid of every well disposed individual in the community.

2. *Resolved*, That in the opinion of this meeting, it is expedient to form district or town associations, for the improvement of common schools, and the dissemination of information on the subject.

3. *Resolved*, That this meeting approve of the "Common School Assistant," published at Albany, devoted to the improvement of common schools, and recommend it to the attention and patronage of the friends of education.

4. *Resolved*, That this meeting recommend a county meeting of the friends of education, and the formation of a county education society, to meet on the afternoon of the 22d inst. at this place, and that each district be requested to appoint delegates to the same.

5. *Resolved*, That L. D. Cook and O. O. Wickham be a committee to draft a circular, and address it to the teacher, or some individual in each school district in this county, requesting such statistics of the state of the schools which it may be in their power to furnish.

A constitution was then adopted, and the following persons were elected officers of the society, viz:

Luther D. Cook, *President*.
 Rev. Nathaniel Kellogg, *Vice President*.
 Peter Halsey, *Secretary*.
 O. O. Wickham, *Treasurer*.
 Samuel Phillips,
 Rev. Joseph A. Copp, } *Directors*.
 Dan'l Y. Bellows,

Resolved, That the proceedings of this meeting be furnished to the publishers of the papers in this

village, and they be respectfully requested to publish the same.

Signed,
 J. A. COPP, *Chairman*.

O. O. WICKHAM, *Secretary*.

CONSTITUTION.

ARTICLE 1. This association shall be known as the Education Society of Sag Harbor.

ART. 2. The object of this society shall be to improve the condition of common schools; to disseminate information on the subject; to elevate the standard of education; and to adopt such measures as may be deemed advisable to promote the object of the society.

ART. 3. Any person may become a member of this society by signing this constitution and subscribing for the Common School Assistant, or paying the sum of 30 cents.

ART. 4. The officers of this Society shall consist of a President, Vice President, Secretary, Treasurer, and three Directors, who shall constitute a Board of Managers, whose duty it shall be to direct with regard to the collection of all money due the Society; to order the Common School Assistant; and see to the distribution of the same, reserving one copy for each individual subscribing; to call meetings of the society as often as they may think it necessary, and to report annually their proceedings.

ART. 5. This society shall meet annually in the village of Sag Harbor, on the 3d Wednesday in March.

ART. 6. This Constitution may be altered at any annual meeting of the Society, by a vote of two-thirds of the members present.

Northampton, March 13, 1837.

J. ORVILLE TAYLOR,

Dear Sir—In the last number of your Common School Assistant, you state that the Central Schools in this place "have been established by a few individuals," thus conveying the impression that they are private seminaries. You are aware that such is not the case, and will, I trust, in your next number, correct an expression thus calculated to mislead, and which must have been the result of inadvertence. Both of these schools were established by vote of the town, and are open without fee to all the children of the place, above the age of ten years. You also ascribe peculiar agency in this good work, to myself and a few others. Conscience compels me to disclaim any other merit in the establishment of those schools, than belongs to hundreds of my fellow citizens. It is sufficient glory for me to hail from a place which has taken such a noble stand in the cause of popular education.

Respectfully yours,

SAM. F. LYMAN.

OSWEGO COUNTY.

West Monroe, March 16, 1837.

Dear Sir,—The following proceedings were had at a convention of persons favorable to common schools in this county, preparatory to a county convention to be held in May next.

COUNTY MEETING.

At a meeting of the teachers and friends of common schools in the county of Oswego, convened at the house of Charles Benedict, at Union Square, on Saturday, the 11th March, 1837, to make arrangements for holding a general county convention, to take into consideration the condition of common schools, and to devise means for their improvement, and for the benefit of education in general. The Hon. Samuel Freeman in the chair, and Mr. Isaac Kingsley, secretary. It was *resolved*.

That a convention for the above purpose be held at the Presbyterian meeting house, in the village of Mexico, on Monday, the 22d day of May, to commence at 10 o'clock, A. M.

Resolved, That the inhabitants of the county generally, be respectfully solicited to attend. Clergymen of all denominations, in-

spectors, trustees, and teachers of common schools, in particular.

Resolved, That a committee, to consist of one or more persons in each town in the county be appointed by the chairman to co-operate with Lucius Patterson, common school agent for the county. The following persons were appointed accordingly, viz.—Julian Carter, of Amboy; Emery Potter, and Timothy Norton, Albion; Miller Lermont, Boylston; Eli Strong, Orwell; E. Rockwell, Redfield; Jesse Fish, Williamstown; Edwin Brockway and Lyman Mallary, Sandy Creek; Hiram Hubbell, Caleb D. Crandell, Richland; Avery Skinner, George G. Hapgood, and Joseph Torrey, Mexico; John Becker, and Alfred Phelps, Parish; Russel Fitch, jr. and Peter Dievendorf, Hastings; Edward M. Fitch, Constantia; Chester R. Wells, and Norman Rowe, New Haven; Peter Tooley, Palermo; Alexander Ross, Schroepel; Aaron G. Fish and Lewis Fally, Volney; George H. McWhorter, and Jeremiah Bates, Scriba; Peter Schenck, Granby; Arvin Rice, and Silas W. Brewster, Hannibal; J. E. Bloomfield, Richard Oliphant, John Carpenter, and David H. Bailey, Oswego.

Resolved, That each member of the corresponding committee be requested to use his influence in calling the attention of the citizens, within his vicinity, to this important subject, and to urge the necessity of a general attendance at the convention to be held in May next.

Resolved, That it be recommended to all the teachers in the several towns in the county, who have not yet done so, to follow the example set them of associating together for the purpose of communicating information to each other, and of promoting unity of action.

Resolved, That Messrs. Luther Pratt, Joseph W. Houghton, Caleb D. Crandall, D. P. Tallmadge, and Elias Brewster be a committee to prepare resolutions to be laid before the convention.

Resolved, That Luther Pratt be requested to forward the proceedings of this meeting to the common school agent of the county, and confer with him on the subject of the convention.

Resolved, That the proceedings of this meeting be signed by the chairman and secretary, published in all the papers in this county, and in the Common School Assistant, Albany.

SAMUEL FREEMAN, *Chairman*.

ISAAC KINGSLEY, *Secretary*.

N. B. Those ladies who can make it convenient, are requested to honor the convention with their presence.

Thus you will perceive the ball is set in motion, and the subject of common school education is exciting its share of public attention. The meeting of which the above is the proceedings, augurs well for the success of the cause of common school reform. I was not present at the meeting. Unforeseen circumstances deprived me of that pleasure. But upon looking over the names of those who were in attendance upon the convention, I see the names of persons whom any cause might covet for its champions.

The corresponding committee which was appointed at the meeting, and who will

doubtless act with avidity in that capacity, are gentlemen of the first respectability and standing in society. The convention which is to be held in May, will doubtless be an important era as regards the standard of common school education in this county. I shall look forward to it with anxiety.

Truly yours,

LUCIUS PATTERSON.

J. O. TAYLOR, Albany.

Oswego county has made a good beginning in this important movement. We believe that her citizens will carry through what they have so spiritedly commenced.—If possible, we will attend their convention in May next.—Ed.

OUR PAPER.

The improvement of Common Schools is the exclusive object of this paper. From statistical tables it can be seen, that only one pupil in twenty goes higher than the common school. This paper, therefore will endeavor to assist nineteen out of twenty, of the children and youth of these United States, while they are acquiring the only education they are ever to receive.

The necessity of general knowledge and good morals, is admitted by every reflecting man; yet the great majority do not perceive, that the *Common Schools* are the very sources of a nation's intelligence. The education of this people, taken as a whole, must be that, and that only, which the common schools are prepared to give. In these primary schools, the nation receives its education and character. And when our safety lies only in the virtue and intelligence of the whole people, with common schools the empire and liberty of these states must stand or fall.—They are at once the sources and the guardians of freedom.

NECESSITY OF IMPROVING.

Not only our civil, but our literary institutions—academies, colleges, and professional seminaries, are dependent on common schools. If the children in the common schools acquire a love for letters, a desire for higher improvement; if they, in the elementary schools, make their studies their delight, and the acquisition and possession of truth their purest and highest happiness, they will wish to go from the common school to the academy. In this land of facilities, if the primary school has given a right direction, neither parents nor poverty will be able to keep the youth from the highest degrees of literature and science. But if the children in the neglected, repulsive common schools, are made to hate instruction, and all the means of acquiring knowledge; if they, in the first steps of an education, find their studies a task and a punishment, they will

not only avoid the common school as much as possible, but regard the academy and college with supreme abhorrence. All the allurements of friends will be useless, and the children will probably pass through life with that degree of ignorance which never wants knowledge. If our common schools were what they should be, they would take care of all the higher institutions. The friends therefore, of these broader, nobler rivers of learning and intellect, should not be unmindful of the springs which create and support. To make academies and colleges flourish, the first step must be taken in the common schools.

Again—it takes more than half of the collegiate course to supply what the elementary schools should, but do not teach, and to correct what they teach erroneously.

Good common schools are, also, necessary to sustain lyceums, libraries, and all associations for mutual improvement. There must be considerable intelligence, and a love of knowledge, for these institutions to appeal to, and stand upon. If the elementary schools are good, the people will be prepared to sustain these useful associations; but if otherwise, the community may know enough to desire, but not enough to establish or sustain them.

IMPORTANCE OF COMMON SCHOOLS.

If a young man can receive a good common English education—such an education as every common school ought to give—he has the power of making the highest attainments. Self-education, with the assistance of the higher institutions, is the best education; and the self-instructor needs only a sound elementary beginning. If the common schools assisted the people as they should, we might see a greater number of those great self-educated men who rise to honor and bless the human race. The common schools now give nothing to the people to commence with, nothing to build upon.

All the moral movements of the day appeal to a good common school education for success. It is idle to distribute the Bible, if we are not able to read. Teaching us to read—not merely to pronounce words—but to read understandingly and with reflection, is one of the first moral and benevolent duties of christians and philanthropists. Many receive the Bible and tracts, who are not able even to spell the words, and many more whose education has been so limited, or defective, that they are not profited by the words they pronounce; and, perhaps, by a little designing assistance, are misled into error and bigotry. We would rejoice to see every man possess and obey the Scriptures;

but to distribute the Bible among those who are not able to read it intelligently, is not only making charity useless, but it is giving to ignorance and depravity the opportunity of misusing and despising that enlightened benevolence, which was intended, and might have been made, the greatest of blessings. There is a work to be done before we give the Bible, upon which much of the legitimate influence of this sacred book is dependent; and this work must be performed in the common schools. Whether the Bible Society shall be a blessing to the destitute, the ignorant and the outcast, or not, depends in a great degree, upon the number and character of the common schools; for, be it remembered, they give to nineteen out of twenty all their ability to read and reflect.

A BOOK FOR LITTLE GIRLS.

This work has just issued from the Common School Depository. We extract the following prefatory remarks.

TO TEACHERS AND PARENTS.

"The Girl's School Book, No. 1, has been written expressly for little girls, to be used as a reading class book in primary or common schools. The writer knew of no work written purposely for this class of learners; the reading books now in use having been prepared almost entirely for boys. As it has become the practice in common schools, for girls to read in a class by themselves, and not, as formerly, with the boys, a small book, teaching the peculiar virtues, proprieties and duties of little misses, seemed to be very generally wanted. The appropriate instruction has been attempted in the most attractive way. The poetry in the latter part of the volume is very happy, and admirably adapted to that class of readers which we desire to benefit."

JANE TAYLOR.

TOWN'S SPELLING BOOK.

We are glad to see this invaluable work so well appreciated. Not less than 800 copies of it have been sold in Albany and Troy, to academies and schools of all grades, within less than two weeks after the work came from the press. It can be had at the Common School Depository, Albany.

FIRST VOL. OF THIS PAPER.

So frequent and urging are the calls for the first volume of the Common School Assistant, we have re-supplied ourselves with 5,000 volumes of the first year. We are at present issuing the 2d vol. and all who wish may now obtain the first.—Ed.

AGENTS WANTED.

Agents in each state, for this paper, are wanted. A fair compensation will be given. Address the editor.

NOTICE.—The friends of education in this state, are respectfully requested to meet in the Capitol, at Albany, on the evening of the 20th of this month, (April,) at 7 o'clock. Addresses on Common Schools, will be made, and business of much interest to the cause will be transacted.

Steam-Press of Packard & Van Benthuysen.